

Teachers' Role in School Learning Action Cell and Learners' Academic Performance

Cherry Jean A. Antig^a, Roie M. Ubayubay^b

cherryjeanaa143@gmail.com
PHINMA- Cagayan de Oro College, Philippines
Department of Education, Philippines

Abstract

School Learning Action Cell is a group of teachers who lead group learning sessions to address common problems they face in the classroom. This study aimed to determine the teachers' role in School Learning Action Cell and Learners' Academic Performance which sought to answer the level of assessment on their roles in School Learning Action Cell and learners' academic performance. The respondents comprised (n=200) elementary teachers in Talakag- I District. The findings revealed that the participants dedicated their time to their duties inside the school learning action cell. It showed that learners' academic performance was rated as Very Satisfactory. This implies that SLAC played a huge role in the academic success of learners having a significant relationship between respondents' assessment of their roles and learners' academic performance in terms of Facilitator and Resource Person which has a significant impact on the academic achievement of Talakag-I District learners.

Keywords: School Learning Action Cell, Learners' Academic Performance

1. Introduction

A teacher's role has always been essential to the educational system. They are key players in the delivery of high-quality education; thus, they must be aware of the consequences of their choices, as they will determine how their students can receive a high-quality education. It is crucial to remember that teachers must always advance their areas of expertise and teaching techniques if they hope to have an impact on learners' academic performance. To help learners attain better futures, teachers should devote all of their attention to their professional growth. The education department established the School Learning Action Cell (LAC) to help teachers become more proficient in providing high-quality instruction to Filipino learners.

The School Learning Action Cell is a vital tool for enhancing learning. It participates in group problem-solving, planning, and action execution. Teachers who participated in this study gained expertise in collaboration and communication by working together to solve problems and share thoughts on solutions. Teachers talked about their viewpoints, the difficulties they face, and the tactics they use. Hence, this is their opportunity to impact the lives of their learners; teachers' roles in the operation of the School Learning Action Cell are, therefore, quite important. The major goal of the study is to locate and improve School Learning Action Cell sessions in schools, especially public schools, to improve teacher collaboration. With this, teachers will collaborate to improve learners' academic performance, shape them to be lifelong learners and strengthen and improve their working relationships for the overall success and greatness of the school.

As per observation in the Talakag-I District, teachers are reluctant to attend the sessions. During the session, issues with subject prioritization and the development of the materials surfaced, and it was time-consuming since the time was wasted running the SLAC rather than spending it with the class. These are some of the challenges that SLAC encounters. Despite these challenges, educators, especially the school administrator, come up with solutions. It is advised to appropriately carry out the proposed course of action.

As stated by Llego (2019), an excessive amount of teacher work, a lack of preparation and professional development, and the integration of teachings into real-world scenarios are all problems with SLAC. How to manage their learners and determine whether their strategies and techniques are effective is a problem that teachers in every school face daily. Activities for the curriculum and classroom practices are other factors. However, the School Learning Action Cell can assist learners in improving their communication skills while they are learning by taking part in collaborative learning sessions with other teachers to address common issues encountered by the school. Certain skills are still lacking in the delivery of the new curriculum, despite teachers receiving a week of training before being immersed in it.

Hence, the issuance of DepEd Order No. 35, s. 2016, the Division of Bukidnon, Talakag-I District is just one of the many Schools Division implementing the School Learning Action Cell sessions. The School Learning Action Cell is conducted once a month when all teachers gather in a room to discuss a specific field of learning competency. There are resource speakers as discussants who share their expertise and even the learning techniques and materials utilized in actual classroom teaching.

1.1. Conceptual Framework

The study's framework is constrained by the setting of the philosophical and legal bases following DepEd Order No. 35, s. 2016 as K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. This advocacy implies that every teacher should be properly guided and equipped with the know-how of teaching and learning to the process of revisiting and reviewing some areas or concerned with performing the duties and responsibilities of effective and efficient teachers. School Learning Action Cell, commonly known as SLAC, is an activity held in every school to facilitate learning from resource speakers from the community, school head, or peer-to-peer mentoring. It is a holistic mission of today that through training and seminars, teachers craft as facilitators of learning in school and become more prolific to improve every learner's knowledge, skills, and attitudes for them to be globally competitive.

On the other hand, the dependent variable was adapted and patterned from the DepEd Order No. 08 s, 2015 as Policy Guidelines on the Classroom Assessment for the K to 12 Basic Education Program, which enables educators to monitor and assess students' progress and modify their training as necessary.

The objectives of SLAC are to improve the teaching-learning process that will lead to improved learning for the learners, to nurture successful teachers, to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills and attitudes, and to foster a professional collaborative spirit among school heads, teacher and the community as a whole.

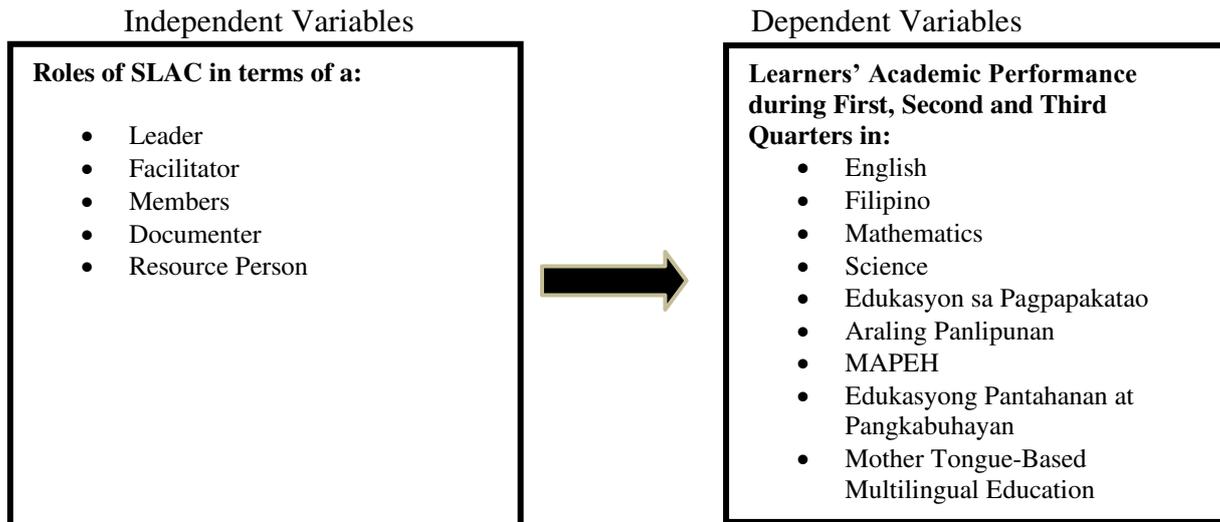


Figure. 1 Schematic Presentation showing the Interplay between the Independent and Dependent Variables of the Study

1.2. Statement of the Problem

Generally, this study aimed to determine the teachers' role in the School Learning Action Cell Session and learners' academic performance in the Division of Bukidnon during the School Year 2022-2023. Specifically, it sought to answer the following questions: What is the respondents' level of assessment on their roles in the School Learning Action Cell in terms of being a Leader, Facilitator, Member, Documenter, and Resource Person; What is the learners' academic performance during the first, second, and third quarters in English, Filipino, Mathematics, Science, Edukasyon sa Pagpapakatao (EsP), Araling Panlipunan (AP), MAPEH, Edukasyong Pantahanan at Pangkabuhayan (EPP) and Mother Tongue-Based Multilingual Education (MTB-MLE); Is there a significant effect between the respondents' assessment of their roles in SLAC and their learners' academic performance during the first quarter, Second Quarter, and third quarter in English, Filipino, Mathematics, Science, Edukasyon sa Pagpapakatao (EsP), Araling Panlipunan (AP), MAPEH, Edukasyong Pantahanan at Pangkabuhayan (EPP) and Mother Tongue-Based Multilingual Education (MTB-MLE)?

2. Methodology

This chapter presents the methods and procedures in the study. It highlights the research design, the respondents, the sampling procedure, the instrument and administration of the instrument, the scoring procedure, and the statistical treatment of the data.

2.1. Respondents and Sampling

The study's respondents were two hundred (200) elementary public school teachers in Talakag-I District in the School Year 2022–2023. Talakag- I have seventeen (17) schools. These schools were chosen as respondents of this research to determine the teachers' roles in the School Learning Action Cell and the learners' academic performance. There were two hundred (200) randomly chosen Public Elementary School

Teachers from Talakag-I District, Division of Bukidnon. With a 5% or 0.05 margin of error, the researcher used Slovin's formula. Slovin's formula was used to calculate the sample size (n) given the population size (N) and a margin of error (e). The distribution of the respondents is shown in Table A below.

Table A**Distribution of Respondents by School**

Name of School	Number of Respondents Per Grade Level						Population	Sample Size
	I	II	III	IV	V	VI		
Balaon Elementary School	2	1	1	2	1	2	9	5
Basak Elementary School	2	2	2	2	1	2	11	6
Baylanan Elementary School (Multigrade Class)		1			1		2	1
Cacaon Elementary School	3	3	3	2	2	3	16	8
Cosina Integrated School	4	3	3	2	2	3	17	9
Dagumbaan Integrated School	5	4	4	3	2	2	20	13
Dagundalahon Elementary School	2	2	2	2	1	1	10	5
Liguron Elementary School	2	1	1	1	1	1	7	4
Lingi-on Elementary School	4	4	4	4	4	3	23	12
Lugsayan Elementary School	2	2	2	1	2	1	10	5
Maigtang Elementary School	2	1	1	1	1	1	7	4
Sagaran Elementary School	2	2	1	1	2	2	10	5
San Antonio Elementary School	3	3	3	3	3	2	17	9
San Isidro Elementary School	8	7	5	4	7	2	33	22
Sto. Niño Elementary School	3	4	4	3	2	3	19	10
Talakag Central Elementary School	10	10	10	10	10	10	60	40
Grand Total							298	200

2.2. Research Instrument

The Department of Education's Memorandum specifically DepEd Order No. 35, s. 2016 and DepEd Order No. 08, s. 2015 served as the foundation for the questionnaire's draft. The Part I is a four-point scale questionnaire that assessed the roles of SLAC in terms of the following: leader, facilitator, members, documenter, and resource person; the respondent answers the questionnaire by choosing the best answer based on the 4-point Likert scale that ranged from 4 – At All Times, 3 – Most of the time, 2 – Sometimes and 1 – Never.

Part II focuses on the learners' academic performance in the First, Second, and Third Quarters in all subject areas such as English, Filipino, Mathematics, Science, Edukasyon sa Pagpakatao, Araling Panlipunan, MAPEH, Edukasyong Pantahanan at Pangkabuhayan, and Mother Tongue-Based Multilingual Education from Grades I, II, III, IV, V and VI during the School Year 2022-2023. The implementation of the program includes classroom evaluation.

2.3. Data Collection

To acquire the information, the researcher employed the following procedures. The researcher asked for a letter addressed to the Dean of the Graduate School of PHINMA-Cagayan de Oro in Cagayan de Oro City to conduct the study. Then, the researcher sought approval from the school's division superintendent. After the letter was approved, the researcher had a courtesy visit to the office of the Public Schools District

Supervisor for consultation. The researcher then proceeded to the school heads for courtesy and asked permission to allow the teachers to be the respondents of the study. After the school heads approved, the questionnaires were distributed and retrieved for statistical analysis. The test was given by the researcher. The study's purpose was made obvious to the teachers to secure their support and collaboration. The results were examined and evaluated given the study's objectives once the data had been collected. The weighted mean was used to describe the respondents' teachers' role in the School Learning Action Cell Session and the learners' academic performance.

2.4. Scoring Procedure

The following scales using the 4-point Likert were created to facilitate the analysis and interpretation of the gathered data.

Part I. Teachers' Role of SLAC

Scale	Range	Description	Interpretation
4	3.26 - 4.00	At All Times	Very High
3	2.51 - 3.25	Most of the Time	High
2	1.76 - 2.50	Sometimes	Low
1	1.00 - 1.75	Never	Very Low

Part II. Learners' Academic Performance in the First, Second, and Third Quarters

Scale	Range	Description	Interpretation
5	90%- 100%	Outstanding	Very Proficient
4	85% - 89%	Very Satisfactory	Highly Proficient
3	80% - 84%	Satisfactory	Proficient
2	75% - 79%	Fairly Satisfactory	Developing
1	Below 75%	Did Not Meet Expectations	Beginning

2.5. Statistical Treatment

Statistical techniques were used to evaluate, interpret, and compute the quantitative data obtained. In this study, regression analysis and inferential statistics, including frequency, percentage, mean, standard deviation, Pearson Product Moment Correlation, and others, were employed.

Problem 1 concerned the roles of the School Learning Action Cell, and performance was assessed by taking the frequency and percentage. Problems 2 and 3, deal with the teachers' role in School Learning Action Cell sessions and the learners' academic performance during the School Year 2022-2023.

3. Results and Discussions

This chapter discusses the presentation, analysis, and interpretation of the data gathered from the survey questionnaires given to the teacher-respondents to determine the teachers' role in the School Learning Action Cell Session and learners' academic performance in the Division of Bukidnon during the School Year 2022-2023.

Problem 1: What is the respondents' level of assessment on their roles in the School Learning Action Cell in terms as a Leader; Facilitator; Member; Documenter; and Resource Person?

Table 1. Distribution of Respondents' Level of Assessment on their Roles in School Learning Action Cell in terms of being a Leader

Indicators	Mean	SD	Description
<i>As a teacher, I...</i>			
monitor the SLAC(s) application.	2.95	0.928	Most of the time
take the initiative to design the SLAC Plan and incorporate it into the SIP vs. AIP.	3.06	0.878	Most of the time
construct SLAC groupings at the start of each academic year and guarantee that a designated facilitator, preferably a Master's, is assigned to each SLAC teacher, senior teacher, or senior faculty member.	3.17	0.903	Most of the time
gather resources to carry out SLACs.	3.10	0.865	Most of the time
give recommendations and send the District SLAC Progress Reports Office of the Schools Division.	2.98	0.888	Most of the time
incorporate and disseminate best practices for SLAC from other schools creating a culture of cooperation and ongoing development.	3.21	0.806	Most of the time
guarantee that SLAC sessions and associated activities are observed, assessing their effect on the quality and professional development of teachers' teaching and student progress.	3.14	0.880	Most of the time
determine how to examine or supervise following SLAC Members using what has been learned.	3.12	0.826	Most of the time
provide teachers with insights.	3.15	0.895	Most of the time
collect proof of how learning has been applied or implemented.	3.22	0.824	Most of the time
talk with a facilitator to choose the next SLAC topic and to plan or prepare for the following session.	3.17	0.919	Most of the time
monitor the SLAC implementation vis-à-vis the school SLAC plan.	3.07	0.911	Most of the time
Overall	3.11	0.877	Most of the Time
Legend: 3.26- 4.00 (At All Times/Very High), 2.51- 3.25 (Most of the Time/High), 1.76- 2.50 (Sometimes/Low), 1.00- 1.75 (Never/Very Low)			

Table 1 shows the distribution of the respondents' level of assessment on their roles in the School Learning Action Cell in terms of being a Leader. It revealed an overall mean of 3.11 (SD=0.877), described as **Most of the Time**. This means that most of the respondents have manifested a High level of assessment on their roles in the School Learning Action Cell in terms of being a Leader. This further means that the respondents from the Talakag-I District ensure that SLAC is implemented smoothly. Leaders have taken steps to ensure that everything is known about the session, including the topic, time, and location. They have also checked and monitored the attendance of members and submitted means of verification, or MOVs. It implies that the respondents are doing their job as SLAC leaders, just like the results. Moreover, education is diverse, with educators frequently going above and beyond the call of duty to foster an effective learning environment

and make a significant difference in the lives of their students. Arrieta (2021) asserts that the main forces behind the curriculum are education leaders, mostly teachers who serve as instructional leaders. The use of student-centered teaching, instructional strategies, and school activity implementation are improving curricula. For teachers to have clearly defined and harmonizing activities by giving each person the freedom to learn on the actual basis and elevated learning, leaders' support for effective learning, continuing education, and succession planning were necessary. The discipline that leadership requires is interrelated, and without it, the goals will not be achieved. It is in our best interests as educators to impart knowledge and skills that are appropriate for our students.

The indicator **As a teacher, I collect proof of how learning has been applied or implemented** obtained the highest mean rating of 3.22 (SD=0.824), described as **Most of the Time**. This means that respondents have manifested a High level of insight in collecting proof to ensure that the learning has been applied and implemented. This further means that when it comes to completing the work, the respondents are just as effective and efficient as the teachers should be. Since this was their way of knowing whether or if teachers put what they had learned during their SLAC session to use, they must gather evidence of how learning has been implemented. As stated by Verbo (2020), the LAC's actions must be supported by facts and follow DepEd Order No. 35 s. 1616. It requires taking into account the teachers' professional demands. The selection of discussion subjects should consider the demands of the teachers. It should also be regularly watched, not just to ensure compliance but also to ensure that the work is not wasted. It is essential to create an assessment method to ascertain the value of conducting SLAC concerning the participants' (teachers') performances as well as the facilitators.

The indicator **As a teacher, I monitor the SLAC(s) application** got the lowest mean rating of 2.95 (SD=0.928), described as **Most of the Time**. This means that the respondents have manifested as High even though it got the lowest rating mean as it was indicated above. This further implies that educators who are responding to the SLAC are still monitoring its implementation and assessing the extent to which it is improving the learners' results in the classroom. However, the respondents' rating was the lowest, yet most of the respondents were still doing their roles. According to Guerra (2023), the School Learning Action Cell was determined to be "Noticed to a moderate extent" in addition to training needs, monitoring and assessment, roles and duties, material and educational expertise, and behavioral skills. High-quality instruction and learning from teachers are required by modern society. To achieve the needs and standards of high-quality education, teachers must be extremely knowledgeable and skilled in both instruction and evaluation techniques.

Table 2. Distribution of Respondents' Level of Assessment on their Roles in School Learning Action Cell in terms of being a Facilitator

Indicators	Mean	SD	Description
<i>As a teacher, I...</i>			
organize SLAC group sessions.	3.12	0.832	Most of the time
offer technical support for the creation of the SLAC schedule for group discussions and other events.	3.23	0.730	Most of the time
verify and keep track of members' attendance and submission to ensure that team meetings begin on schedule and end on time and that the meeting's agenda is addressed.	3.18	0.851	Most of the time
stimulate members' participation and active engagement.	3.22	0.797	Most of the time
act as a resource in certain areas.	3.23	0.762	Most of the time
rotationally assign a documenter.	3.28	0.834	At all times
invite outside experts as needed.	3.15	0.845	Most of the time
frequently update SLAC leaders on progress in SLAC.	3.23	0.808	Most of the time
outline the topic, goals, materials required, and a summary of the activities for his or her session; consult the SLAC Leader and members as necessary.	3.26	0.834	At all times
make certain that the location and essential tools are on hand, and when necessary, prepare the required learning materials, such as books, films, presentations, etc.	3.22	0.815	Most of the time
explain the concept to the group of the SLAC session's topic, time, location, and other pertinent information.	3.27	0.838	At all times
administer and guide the session following the plan, ensuring that the goals of the session are met and that agreed-upon behavior norms are followed.	3.21	0.814	Most of the time
Overall	3.22	0.813	MOST OF THE TIME

Legend: 3.26- 4.00 (At All Times/Very High),
1.76- 2.50 (Sometimes/Low),

2.51- 3.25 (Most of the Time/High),
1.00- 1.75 (Never/Very Low)

Table 2 shows the teacher respondents' level of assessment on their roles in the School Learning Action Cell in terms of being facilitators with an overall mean of 3.22 (SD=0.813) and described as **Most of the Time**. This means that most of the respondents have a High level of assessment of their roles as facilitators. This further means that facilitators are ready to conduct SLAC by making sure the location and tools are available and by getting ready any necessary presentations, DVDs, or other learning resources. This implies that they must put in a very high level of engagement, devotion, and commitment to all duties and obligations associated with teaching and learning. According to Pascua (2019), every member and facilitator

of the SLAC is contributing significantly to the fulfillment of all of their roles and obligations. The School Learning Action Cell is evidence that in collaborative learning, all parties share equal accountability for the academic achievement of the pupils. Teachers should have unrestricted access to explore and enhance their competencies and skills, and they should all be open to change. Despite their shortcomings and errors in instruction delivery, this will be their means of improvement.

The indicator **As a teacher, I rotationally assign a documenter** obtained the highest mean rating of 3.28 (SD=0.834), described as **At All Times**. This means that teachers in the Talakag-I District have a Very High level of perception about rotationally assigning a documenter. This further means that the respondents are trying to do their roles in SLAC as it was indicated above. This suggests that Talakag-I District teachers have rotationally assigned a documenter to enhance professional learning, motivation, and adaptability. Moreover, this further suggests that gaining insight into the role rotation procedures will help a teacher improve dexterity, pick up new skills, and gain knowledge about the role works. The facilitator sees to it that each person has the opportunity to document. As stated by Zepeda (2019), educators work as professionals. Because teachers develop over time and via their daily work, they become professionals. For this reason, job-embedded learning opportunities should be the main focus of all efforts. Throughout these changes, teachers require assistance from peers and school administrators.

The indicator **As a teacher, I organize SLAC group sessions** got the lowest mean rating of 3.12 (SD=0.832), described as **Most of the Time**. This means that the teachers in Talakag- I District still have a high view of organizing SLAC group sessions, although they got the lowest mean rating as facilitator. It further means that respondents facilitate the meeting following the plan, making sure that the goals of the meeting are met and that the established standards of behavior are followed. This implies that the respondents have been efficient in conducting SLAC sessions. This suggests even more that they placed a high value on setting up group meetings since they knew it would greatly benefit them, particularly in terms of their ability to appropriately address their issues, given that the group is made up of small groups of teachers. In their classrooms, teachers are also able to concentrate effectively on their problems and worries. As posited by Ang (2021), to put together a learning team that is capable of problem-solving, capable, and motivated in the execution of the School Learning Action Cell. Teachers can voice their ideas and opinions, and bargain with others to create products or come to a consensus when they work in a group. By taking part in group activities, teachers can enhance their critical thinking abilities and gain additional knowledge on the SLAC topic being given.

Moreover, according to Roder (2019), a learning group is structured like a community in which members collaborate to acquire new abilities or where the actions of one group member have an impact on the entire group. Therefore, an organizational learning group serves as a means for an individual or member to obtain knowledge pertinent to their profession and then apply that knowledge to adjust to changing conditions and enhance performance.

Table 3. Distribution of Respondents' Level of Assessment on their Roles in School Learning Action Cell in terms of being a Member.

Indicators	Mean	SD	Description
<i>As a teacher, I...</i>			
consistently participates in SLAC meetings and actively gets involved in SLAC sessions.	3.35	0.800	At all times
serve as SLAC facilitator, documenter, or resource when given such tasks for specific subject matter.	3.30	0.796	At all times
establish strategies for putting what is learned to use and carry out a set action plan in the classroom.	3.24	0.816	Most of the time
keep track of one's development regarding the SLAC Plan.	3.27	0.813	At all times
gather materials pertinent to the subject and prepare and submit documents or materials as necessary.	3.33	0.803	At all times
conform to established standards of conduct.	3.41	0.745	At all times
record implementation evidence.	3.42	0.690	At all times
ponder the application.	3.29	0.801	At all times
discuss in casual settings with peers.	3.39	0.755	At all times
get ready to speak during each SLAC session.	3.33	0.711	At all times
enable the SLAC leader to see how the knowledge was put to use.	3.30	0.730	At all times
impart the SLAC leader evidence of how the learning was put to use.	3.27	0.832	At all times
Overall	3.33	0.774	AT ALL TIMES

Legend: 3.26- 4.00 (At All Times/Very High),
1.76- 2.50 (Sometimes/Low),

2.51- 3.25 (Most of the Time/High),
1.00- 1.75 (Never/Very Low)

Table 3 shows the respondents' level of assessment on their roles in School Learning Action Cell in terms of being a member, with the overall mean of 3.33 (SD=0.774) described as **At All Times**. This means that the respondents have manifested a Very High level of assessment of the Talakag- I teachers' roles in SLAC, specifically the members. This implies that the respondents believe that one of the most important roles is that of a member. They are the group of people that are arranged to attend the meeting. The meeting will be pointless in the absence of the members. This further implies that learning resources that are contextualized have been created by the members. Additionally, there are tasks that everyone who is part of the must complete during meetings. Members of the group alternately assume these roles and responsibilities. The facilitators were chosen by the group or based on their subject-matter expertise. Each conversation topic was covered by a different facilitator who was an authority in that field. Since each instructor in the various clusters is highly knowledgeable in their area, they were all allowed to facilitate. According to Silva (2018), every teacher wants to improve their effectiveness in addition to their efficiency. Many workshops and conferences are being held these days to help mentors in schools hone their craft. Teachers must keep up with the latest developments in education so they can effectively execute the curriculum's continual modifications. Attending training, seminars, conferences, and even graduate school enrollment is necessary for upgrading. But until the government steps in and offers free upgrading programs, very few public school teachers can afford this, given their current working conditions.

The indicator **As a teacher, I record implementation evidence** obtained the highest mean rating of 3.42 (SD=0.690), described as **At All Times**. This means that the respondents have manifested a Very High level of assessment in recording the implementation evidence. This also implies that the Talakag-I District

respondents were competent in all roles assigned to them; in addition, as they would be the ones documenting the implementation, they will be able to determine whether or not it is successful. This reveals further that teachers, as members of the SLAC, are in control of the group because the Department of Education requires all teachers to be suitably led and equipped with an understanding of the teaching and learning process by going over and revising specific areas of concern to fulfill the obligations and responsibilities of an effective teacher. This further reveals the conduct of cooperative and evidence-based research in one's teaching methods and techniques to create pedagogy that will enhance students' educational experiences. Moreover, since the needs of each learner will serve as the foundation for the activities planned for each session, the School Learning Action Cell must recognize and address these needs.

Fraser (2018) asserts that teachers can readily design their daily classroom activities to meet the needs of every student if they are aware of their demands. Consequently, many students benefit substantially from personally assigned instruction when a teacher provides it to help them understand and appreciate educational ideas.

The indicator **As a teacher, I establish strategies for putting what is learned to use and carry out a set action plan in the classroom** got the lowest mean rating of 3.24 (SD=0.816), described as **Most of the Time**. This means that the respondents have manifested a High level of assessment in the School Learning Action Cell in terms of SLAC members. Even though it got the lowest mean, it was still a positive manifestation. This further means that respondents from Talakag-I District have dedicated themselves to their students and their tasks. They show a strong sense of dedication to and excitement for their teaching duties. This further suggests that respondents engage in a variety of extracurricular activities in addition to teaching in the classroom. According to Spencer (2018), classroom management is a crucial component of teaching that affects both your well-being and your student's learning outcomes. Students who have good classroom management are attentive, well-behaved, and dedicated to their academics. Students become disinterested and rowdy in poorly managed classrooms, and teachers are disrespectfully treated. Effective classroom management is not a skill that comes easily.

Table 4. Distribution of Respondents' Level of Assessment on their Roles in School Learning Action Cell in terms of being a Documenter

Indicators	Mean	SD	Description
<i>As a teacher, I...</i>			
comply with the agreed-upon format while documenting SLAC proceedings.	3.31	0.817	At all times
maintain records of members' participation and output.	3.30	0.863	At all times
extend support to the SLAC Leader and Facilitator in creating the progress reports that will be sent to the District, Schools Division, Regional Office, and Central Office.	3.22	0.829	Most of the time
utilize cutting-edge and effective methods to record and summarize agreements throughout SLAC meetings.	3.19	0.865	Most of the time
present details about the SLACs and the LC's progress observations of the professors regarding student learning.	3.17	0.829	Most of the time
record minutes and document the procedures at the SLAC.	3.30	0.763	At all times
collect proof of implementation (e.g., matrix of activity, training design, action plan, etc.).	3.11	0.822	Most of the time
Overall	3.24	0.827	Most of the Time

Legend: 3.26- 4.00 (At All Times/Very High),
1.76- 2.50 (Sometimes/Low),

2.51- 3.25 (Most of the Time/High),
1.00- 1.75 (Never/Very Low)

Table 4 shows the respondents' level of assessment on their roles in the School Learning Action Cell in terms of being documenters with the overall mean rating of 3.24 (SD=0.827), described as **Most of the Time**. This means that the level of assessment on their roles in the School Learning Action Cell in terms of being SLAC documenters was High, as indicated by the overall mean. This further means that respondents are highly prepared to implement the School Learning Action Cell by recording minutes and capturing the procedure in the SLAC to guarantee that crucial information is accurately preserved. This implies that the respondents from Talakag-I District have portrayed their role as SLAC documenters. This reveals that documenters play a significant function in the human resource team. The people involved's dedication, perseverance, hard work, and time will determine how well the SLAC plan is organized and carried out. To achieve the objectives, the team and the remainder of the group will collaborate closely. For the benefit of our clients and the well-being of the learners, the group will fly higher due to the willingness to learn more. As posited by Binahuan (2019), the SLAC implementer might think about dividing up the roles. Other researchers can carry out a similar study with a different sample of participants. Policymakers, DepEd, and school administrators may gain from this study because the results may offer suggestions for bettering current procedures. An evaluation of school administrators in the School Learning Action Cell to enhance project outcomes and leadership skills. Through the intensive application of the School Learning Action Cell, this study will be encouraged to cultivate a desirable work attitude and a strong commitment to fulfilling their duties and obligations. With this knowledge, they will be better equipped to perform their duties and responsibilities delivery of education services and contribute to raising the standard of elementary schooling.

The indicator **As a teacher, I comply with the agreed-upon format while documenting SLAC proceedings** obtained the highest mean rating of 3.31 (SD=0.817), described as **At All Times**. This means that the respondents have manifested a Very High level of assessment in complying with the agreed-upon format while documenting the proceedings. Since the format will serve as their guidance for the session, this further indicates that the respondents have been specific about the format that was decided upon. They will find their role easier if they adhere to the established format. This implies that the respondents accept receiving their work with a high degree of approval. The documenter must take pride in and be committed to their work. Members might get irritated, bitter, and frustrated otherwise. Thus, the fair distribution of tasks is essential to effectiveness. This is supported by Bajar (2021), who discovered that educators obtained answers that fall into two categories: teaching as a pedagogy and teaching as a profession. It was also discovered that for the former, sessions support task-reduction and teamwork in the workplace. While this study demonstrates that the sessions were established to be an effective tool as a solution, the writer additionally pointed out that this study's results were to be taken in their indicative nature when classroom instruction is unavoidable. On the contrary, it was also found that the aforementioned sessions promote instructional mastery and teacher efficacy.

On the other hand, the indicator **As a teacher, I collect proof of implementation (e.g., matrix of activity, training design, action plan, etc.)** got the lowest mean rating of 3.11 (SD=0.822) described as **Most of the Time**. The respondents of Talakag-I District have manifested a High level of assessment in the School Learning Action Cell even though it got the lowest mean. This does not imply that the respondents were unable to accomplish their role. This indicates that the respondents fulfilled their tasks responsively. One of the tasks assigned to a documenter is collecting proof of implementation, which adds to their workload. This indicates even more that if everyone plays their part, the SLAC session will be a success. This implies that the teachers must collect SLAC proof, such as a matrix of activity, activity design, action plan, etc., to see if the teachers have grasped learnings during the session that was applied by them. By this, we can say that the School Learning Action Cell is effective and one of the tools for the academic success of every learner in Talakag-I District. As per Matildo (2022), to enhance knowledge and promote ongoing learning, it is important to verify the implementation proof provided by teachers. This suggests that it is necessary to regularly check the outputs since doing so will motivate the teachers to complete their assignments, which is a healthy habit to get into as part of professional development.

Table 5. Distribution of Respondents' Level of Assessment on their Roles in School Learning Action Cell in terms of being a Resource Person

Indicators	Mean	SD	Description
<i>As a teacher, I...</i>			
impart up-to-date information and recommendations on particular elements of curriculum, instruction, and evaluation.	3.34	0.727	At all times
oversee the session's activities, which may include workshops and demonstrations.	3.04	0.893	Most of the time
coach or mentor, and advise teachers on the subject matter and teaching methods for a specific lesson unit.	3.21	0.818	Most of the time
organize the usage of materials and equipment during the session with the SLAC Facilitator.	3.12	0.844	Most of the time
improve the SLAC in formulating action plans based on the session.	3.10	0.794	Most of the time
Overall	3.16	0.815	Most of the Time

Legend: 3.26- 4.00 (At All Times/Very High),
1.76- 2.50 (Sometimes/Low),

2.51- 3.25 (Most of the Time/High),
1.00- 1.75 (Never/Very Low)

Table 5 shows the respondents' level of assessment on their roles in the School Learning Action Cell in terms of being resource speakers with an overall mean of 3.16 (SD=0.815) and described as **Most of the Time**. This means that the level of assessment on the roles in the School Learning Action Cell in terms of being SLAC resource speaker was manifested as High. This further means that the SLAC resource person was ready to lead SLAC sessions, having planned for areas that needed improvement, discussing session results with the SLAC leader, and setting up supplies and tools for the meeting. This implies that the teachers encourage and exchange ideas with the group, actively constructing their expertise. When an educator is offered the opportunity to serve as a resource speaker on a discussion topic, that educator feels empowered. Moreover, it implies that the quality School Learning Action Cell is an engaging activity for teachers' professional development in comparison to training as a means of information gathering since they foster teacher collaboration to address common challenges and problems that arise in the classroom. The growth of group competency is evident as it reflects a strong desire for fruitful learning experiences. It aims to encourage stronger bonds among educators. As posited by Kloosterman (2018), the best ways for teachers to learn are through doing, learning, and reflecting; working together with other teachers; paying close attention to students and their work; and sharing what they observe. Fundamentally, though, professionals should keep their knowledge and skills up to date to provide a high caliber of service that protects the public, satisfies client expectations, and complies with professional standards.

The indicator **As a teacher, I impart up-to-date information and recommendations on particular elements of curriculum, instruction, and evaluation** obtained the highest mean rating of 3.34 (SD=0.727) described as **At All Times**. This indicates that Talakag-I District respondents have demonstrated a Very High degree of appraisal in the functions of SLAC, particularly in providing current information and recommendations on certain curriculum, instruction, and evaluation elements. This further indicates that each respondent provided extremely detailed information, as this will have a significant influence on the teacher. They will have a better understanding of modern trends. According to Dullas (2018), human functioning, which encompasses objectives, aspirations, outcome expectations, affective inclinations, and perceptions of possibilities and barriers in the social environment, is significantly impacted by perceived efficacy. Therefore, the self-efficacy paradigm focuses on how professionals, such as teachers, may control their human functions

and the events that impact their lives, particularly in terms of their professional development. This is especially clear when instructors are assigned research projects to complete in the classroom. Similarly, teachers' self-efficacy is inclusive of their students' choices, degree of motivation, functioning quality, resilience to adversity, and susceptibility to stress and depression.

The indicator **As a teacher, I oversee the session's activities, which may include workshops and demonstrations** got the lowest mean rating of 3.04 (SD=0.893), described as **Most of the Time**. This reveals that even though it got the lowest mean as indicated, respondents have manifested a High level of assessment in the teachers' roles in the School Learning Action Cell and further reveals that respondents from Talakag- I District have a genuine love and excitement for learning. This indicates that they view professional development as a fantastic opportunity to expand their skill set. Teachers are eager to apply cutting-edge methods and recommended practices that they acquire throughout professional development. This shows even further how the respondents' commitment to lifelong learning benefits their professional growth as well as the advancement and progress of their industry. According to Gumban and Pelones' study from 2021, effective teachers may produce values-driven, holistic learners who are equipped with 21st-century skills and capable of advancing the nation. The purpose of the study was to determine the relationship between teachers' job performance and the activities of the School-Based Learning Action Cell (SLAC), a classroom investigation program in the Philippines. To guarantee professional development, high-quality instruction, teamwork and solving issues, and school improvement initiatives, teachers actively participated in SLAC events.

Table 6. Summary Distribution of Respondents' Level of Assessment on their Roles in School Learning Action Cell

Indicators	Mean	SD	Description
Leader	3.11	0.877	Most of the time
Facilitator	3.22	0.813	Most of the time
Members	3.33	0.774	At all times
Documenter	3.24	0.827	Most of the time
Resource Person	3.16	0.815	Most of the time
Overall	3.21	0.821	MOST OF THE TIME

Legend: 3.26- 4.00 (At All Times/Very Positive), 2.51- 3.25 (Most of the Time/Positive),
 1.76- 2.50 (Sometimes/Negative), 1.00- 1.75 (Never/Very Negative)

Table 6 shows the summary of respondents' level of assessment on their roles in the School Learning Action Cell. Overall, results show that the level of assessment on their roles in the School Learning Action Cell was described as **At All Times** as indicated by the overall mean of 3.21 (SD=0.821). It means that the respondents have manifested a Very High level of assessment of the teacher's roles in the SLAC. It implies that to provide all parties involved with accurate information about the activities that have been completed thus far and whether the demands are being met in terms of quantity, standard, and time during implementation to meet SLAC's goals and objectives, respondents must keep a close eye on the application. It also suggests that they were capable of leading the sessions in their respective schools. They are aware that school learning action cells can be an excellent means for them to improve personally and professionally. According to Delos Santos (2023), the Contextualized School Learning Action Cell strategy was established and is currently being suggested to all learning areas to maintain the significance of conducting SLAC for teachers.

Their SLAC role as **Member** obtained the highest overall mean rating of 3.33 (SD=0.774), described as **At All Times**. This means that the respondents in Talakag- I District have manifested a Very High level of assessment in the teachers' roles in the school learning action cell. This further means that the results showed that, out of all the participants, the SLAC Member had the highest mean as stated in Department Order No. 35, s.2016. The DepEd mandated that all teachers be members of SLAC to guarantee their ongoing professional development. This suggests that teachers become more prevalent through training and seminars

that enhance each learner's knowledge, abilities, and attitudes to make them internationally competitive. This suggests even more that each respondent has firsthand knowledge of what it is like to be a SLAC member. Mazariegos (2020) asserts that we must stay current on developments in the field of education due to the changing function of teachers. Similarly, teachers are interested in new developments in technology and, to the extent that it is feasible, how to apply them to education. Working together and exchanging ideas and experiences with other educators is crucial to enhancing our job and assisting students in developing their competencies. It is the responsibility of educators to create a positive difference in the lives of their students by teaching them how to act appropriately in various circumstances, value their growth, and make decisions in a variety of settings.

Meanwhile, their SLAC role as Leader got the lowest overall mean rating of 3.11 (SD=0.877), which is described as **Most of the Time**. This means that despite receiving the lowest mean rating, this indicates that respondents demonstrated a High level of appraisal of the teachers' involvement in the School Learning Action Cell. This further means that despite receiving the lowest mean rating, the result was still positive, which was also a good indicator of a good leader. This implies that leadership indicates adapting and sharing SLAC best practices from other schools, thereby developing a culture of collaboration and continuous improvement. This further implies that not all educators are prepared for this position because leadership entails a lot of responsibilities. Due to the sheer number of teachers in certain large schools, there is little probability that every teacher will be offered the opportunity to be a leader. According to Amalia and Saraswati (2018), competency is what gives everyone a good start while undertaking anything new or something that has been assigned to them. They also mentioned that one of the reasons successful people find their road to success is because they are competent. Additionally, they discussed how competence influences people's behavior, which makes it one of the best ways to manage others. Competent people manage the entire organization and create a positive work environment.

Problem 2: What is the learners' academic performance during the First, Second, and Third Quarters in English; Filipino; Mathematics; Science; Edukasyon sa Pagpapakatao; Araling Panlipunan; MAPEH; Edukasyong Pantahanan at Pangkabuhayan; and Mother Tongue-Based Multilingual Education?

Table 7. Distribution of Learner's Level of Academic Performance during the 1st Quarter

Subjects	Mean Grade	SD	Descriptive Rating
English	83.51	2.897	Satisfactory
Filipino	84.55	2.458	Satisfactory
Mathematics	81.11	2.698	Satisfactory
Science	82.29	1.997	Satisfactory
Edukasyon sa Pagpapakatao	88.79	3.471	Very Satisfactory
Araling Panlipunan	87.15	2.178	Very Satisfactory
MAPEH	85.52	2.477	Very Satisfactory
Edukasyong Pantahanan at Pangkabuhayan	88.94	3.100	Very Satisfactory
Mother Tongue-Based Multilingual Education	87.26	1.258	Very Satisfactory
Overall	85.46	2.504	VERY SATISFACTORY

Legend: 90%-100% (Outstanding/Very Highly Proficient), 85%-89% (Very Satisfactory/Proficient),
 80%-84% (Satisfactory/Proficient), 75%-79% (Fairly Satisfactory/Developing),
 Below 75% (Did Not Meet Expectations/Beginning)

Table 7 shows the learner's level of academic performance during the First Quarter. Overall, the learners have the academic performance as indicated by the overall mean of 85.46 (SD=2.504) described as **Very Satisfactory**. This means that the academic performance of the learners in the First Quarter has

manifested a Highly Proficient rating. This further means that the learners have been performing well throughout the first quarter. Teachers can put all of the knowledge they have acquired throughout the session to use and finally implement it in the classroom with the assistance of the SLAC. According to Buhat (2021), a high-quality education cannot be attained without excellent teachers. They establish criteria to ensure that learners are productive. In such a scenario, they might attend to their public interest and aid in the advancement and development of learners. The teaching-learning process is improved by teacher-led activities. This will lead learners to the appropriate position they are striving for. Good access to professional development programs for teachers is correlated with an effective educational system.

In particular, the learner's academic performance in Edukasyon sa Pagpapakatao obtained the highest mean grade rating of 88.94 (SD=3.100), described as **Very Satisfactory**. This means that the learners have manifested a Highly Proficient academic performance in Edukasyon sa Pagpapakatao subject. This indicates that learners' academic performance during the first quarter met expectations. This further indicates that learners have fulfilled the standards and provided appropriate efforts. This reveals that learners do best in the ESP class because they can quickly grasp the material and apply it to their situations. This further demonstrates that learners truly value learning, as indicated by the first quarter's mean rating for the ESP subject. According to Sinacruz and Daing (2020), the purpose of education is to help children develop their whole range of abilities, including their behavioral, emotional, and intellectual capacities. Curriculums for Edukasyon sa Pagpapakatao have generated a lot of attention for over ten years; their goal is to develop students who are self-disciplined, community-focused, morally responsible, and thoughtful. This is in line with the K to 12 Curriculum Guide of Edukasyon sa Pagpapakatao (2016), which highlighted that the capacity for decision-making and responsible action toward the common good is one of the fundamental abilities of functional literacy. The goal of EsP is to help students grow and nurture their ethical character. It seeks to assist students in exploring and determining the purpose and significance of their lives, as well as their place in society, to contribute to the creation of a society governed by justice, liberty, love, and truth. Students must possess the five macroskills: comprehending, reflecting, consulting, making decisions, and acting for this to occur.

On the other hand, Mathematics got the lowest mean grade rating of 81.11 (SD=2.698) described as **Satisfactory**. This means that the learners have manifested a Proficient rating in Mathematics subject. This further means that learners received satisfactory ratings for Mathematics despite it having the lowest mean grade rating. This implies that learners have met and exceeded the required competencies. Even though math is sometimes described as the hardest subject, some learners nonetheless enjoy studying it. This further implies that to close the gap, educators should concentrate more on developing effective teaching methods in Mathematics. Chand et al. (2021) asserted that the persistent pattern of poverty. Mathematics achievement is influenced by a variety of cross-factors, including schools, instructors, and pupils. Numerous studies have demonstrated that curriculum, teachers, and students all appear to have a big impact on math achievement. Although there are anecdotal clues as to why our accomplishment levels are low, official, high-caliber research in this field is few. Most people believe that Mathematics is complicated by nature. Most students develop a fear of this subject because of this perception. Furthermore, students of Mathematics in the twenty-first century bring to the classroom a major lack of fluency and reliability in the manipulation and simplification of numbers and algebra, as well as a negative attitude and a lack of problem-solving skills. Learner-respondents who excel in mathematics are more capable of critical thought and superior thinking.

Table 8. Distribution of Learner's Level of Academic Performance during the 2nd Quarter

Subjects	Mean Grade	SD	Descriptive Rating
English	84.22	2.300	Satisfactory
Filipino	85.13	2.665	Very Satisfactory
Mathematics	82.77	2.302	Satisfactory
Science	83.38	2.647	Satisfactory
Edukasyon sa Pagpakatao	89.82	2.877	Very Satisfactory
Araling Panlipunan	87.79	2.361	Very Satisfactory
MAPEH	85.88	2.401	Very Satisfactory
Edukasyong Pantahanan at Pangkabuhayan	89.00	2.550	Very Satisfactory
Mother Tongue-Based Multilingual Education	87.04	2.705	Very Satisfactory
Overall	86.11	2.534	VERY SATISFACTORY

Legend: 90%-100% (Outstanding/Very Highly Proficient), 85%-89% (Very Satisfactory/Proficient),
 80%-84% (Satisfactory/Proficient), 75%-79% (Fairly Satisfactory/Developing),
 Below 75% (Did Not Meet Expectations/Beginning)

Table 8 shows the learner's level of academic performance during the Second Quarter. Overall, the learners have the academic performance in the Second Quarter as indicated by the overall mean grade of 86.11 (SD=2.534) described as **Very Satisfactory**. This means that the academic performance of the learners in the Second Quarter has manifested a Highly Proficient rating. Given that their academic performance improved in the Second Quarter, this further means that the learners have already made adjustments from the prior quarter and this reveals that the teacher was able to grasp the things they have learned in their SLAC. According to Tadese, et al. (2022), academic performance, which is determined by cumulative grade point average or continuous assessment, is the degree to which a learner, instructor, or institution has met their short- or long-term learning objectives. Students in Indonesian vocational high schools who performed well academically had better incomes, better employment advantages, and more prospects for promotion, according to a correlational study.

In particular, the learner's academic performance in Edukasyon sa Pagpakatao (ESP) obtained the highest mean grade rating of 89.82 (SD=2.877) described as **Very Satisfactory**. This means that the academic performance of the learners in Edukasyon sa Pagpakatao manifested a Highly Proficient rating. This further means that the learners excelled more in Edukasyon sa Pagpakatao in the Second Quarter. This suggests that all students were very motivated to study ESP as previously mentioned, since they could identify with it and use it in their own lives. As they studied the ESP subject, they formed values. As posited by Basha and Ramana (2018), values education is the process through which a student develops their values, attitudes, and habits by seeing how they interact with the world around them under the teacher's guidance. It is claimed that values are caught rather than taught in values education, where man is the object. As a result, the individual imparting moral principles ought to have very high moral standards. Herein lies the significance of teachers serving as role models for their students, as their deeds carry greater weight than their words.

Mathematics got the lowest mean grade rating of 82.77 (SD=2.302), which is described as **Satisfactory**. This means that the learners' academic performance in Mathematics manifested a proficient rating but despite receiving the lowest mean grade rating, their Second Quarter academic performance in Mathematics was very good, with uncertainty not excellent. This indicates that it makes sense that students performed academically at this level. With the help of the school learning action cell, teachers were also able to improve other parts of their teaching, including evaluation, learning materials, and style, to fully achieve the desired success of their students. According to Langoban (2020), the skill and experience of the learner are comprised of exposure to mathematics, prior experiences with mathematics as a topic, and mathematical inclination (learner preference). Some pupils acknowledged that, in their estimation, they are not

mathematically inclined, and even if they were, they wouldn't dare enroll in the topic if it was not required by the curriculum.

Table 9. Distribution of Learner's Level of Academic Performance during the 3rd Quarter

Subjects	Mean Grade	SD	Descriptive Rating
English	84.00	2.047	Satisfactory
Filipino	85.28	2.492	Very Satisfactory
Mathematics	81.83	2.922	Satisfactory
Science	83.99	2.008	Satisfactory
Edukasyon sa Pagpakatao	91.02	2.362	Very Satisfactory
Araling Panlipunan	86.97	2.888	Very Satisfactory
MAPEH	86.45	2.772	Very Satisfactory
Edukasyong Pantahanan at Pangkabuhayan	90.00	2.836	Very Satisfactory
Mother Tongue-Based Multilingual Education	88.15	2.922	Very Satisfactory
Overall	85.46	2.504	VERY SATISFACTORY

Legend: 90%-100% (Outstanding/Very Highly Proficient), 85%-89% (Very Satisfactory/Proficient),
 80%-84% (Satisfactory/Proficient), 75%-79% (Fairly Satisfactory/Developing),
 Below 75% (Did Not Meet Expectations/Beginning)

Table 9 shows the learner's level of academic performance during the Third Quarter. Overall, the learners had an academic performance in the Third Quarter as indicated by the overall mean grade of 86.41 (SD=2.583), described as **Very Satisfactory**. This means that the learners have manifested a Highly Proficient rating. This further means that the learners' academic performance was improving, indicating that they are thriving throughout the school year and that the teacher has noticed this. This suggests that the instructors' efforts in carrying out their responsibilities within the school's learning action cell were fruitful. This suggests even more that the presence of a School Learning Action Cell assisted teachers in shaping students' thoughts. According to Stanca et al. (2021), as the number of educational institutions rises, so does the need to concentrate on giving students specialized knowledge and technical skills to increase their production and possibilities for better living, which ultimately affects a nation's economic development. Helping students comprehend the content and earning a grade that permits both academic and professional growth is the main objective of educational institutions.

In particular, the learners' academic performance in Edukasyon sa Pagpakatao obtained the highest mean grade rating of 91.02 (SD=2.362) described as **Outstanding**. This means that the learners have manifested a Very Proficient rating. This further means that the learners obtained a very high rating in ESP. This implies that the objective of education is to help children develop their whole range of abilities, including their behavioral, emotional, and intellectual capacities. Since a decade ago, Edukasyon sa Pagpakatao curricula have attracted a lot of attention. This further implies that the aims of the curriculum to develop learners who are morally responsible, intellectual, ethical, community-oriented, and self-disciplined were met. Iswati's (2021) study discovered that ESP teachers used several learning platforms, virtual grouping with real resources, and making sure their instruction was clear. Having a reliable internet connection, teaching while looking after young children, tracking students' progress, and other issues are the obstacles.

Mathematics got the lowest mean grade rating of 81.83 (SD=2.922) described as **Satisfactory**. This means that the learners have manifested a Proficient rating. This further means that the Mathematics course received a line of eight even though it had the lowest mean grade rating. Even though mathematics is a challenging subject, Talakag-I District learners were motivated to learn and succeed in it. This shows that even while the teachers' assessment was satisfactory, it was still a strong indication that they were doing their best to present the lesson. As posited by Poorghorban et al. (2018), it is evident that arithmetic issues have a

negative and significant impact on one's ability to comprehend and analyze the intricate facets of contemporary society. Given the prevalence of math disabilities, early diagnosis and problem-solving are essential. The results of this study indicate that executive functions need to be considered in any rehabilitation approach that is implemented, and everyone should be supplied with a particular corrective plan concerning themselves. Moreover, facilities for students to learn math can be provided by parents and teachers.

Table 10. Summary Distribution of Learner's Level of Academic Performance

Subjects	1 st Quarter			2 nd Quarter			3 rd Quarter			Overall		
	Mean Grade	SD	Descriptive Rating	Mean Grade	SD	Descriptive Rating	Mean Grade	SD	Descriptive Rating	Mean Grade	SD	Descriptive Rating
English	83.51	2.897	Satisfactory	84.22	2.300	Satisfactory	84.00	2.047	Satisfactory	83.91	2.415	Satisfactory
Filipino	84.55	2.458	Satisfactory	85.13	2.665	Very Satisfactory	85.28	2.492	Very Satisfactory	84.99	2.538	Satisfactory
Mathematics	81.11	2.698	Satisfactory	82.77	2.302	Satisfactory	81.83	2.922	Satisfactory	81.90	2.641	Satisfactory
Science	82.29	1.997	Satisfactory	83.38	2.647	Satisfactory	83.99	2.008	Satisfactory	83.22	2.217	Satisfactory
Edukasyon sa Pagpakatao	88.79	3.471	Very Satisfactory	89.82	2.877	Very Satisfactory	91.02	2.362	Very Satisfactory	89.60	2.903	Very Satisfactory
Araling Panlipunan	87.15	2.178	Very Satisfactory	87.79	2.361	Very Satisfactory	86.97	2.888	Very Satisfactory	87.30	2.476	Very Satisfactory
MAPEH	85.52	2.477	Very Satisfactory	85.88	2.401	Very Satisfactory	86.45	2.772	Very Satisfactory	85.95	2.550	Very Satisfactory
Edukasyong Pantahanan at Pangkabuhayan	88.94	3.100	Very Satisfactory	89.00	2.550	Very Satisfactory	90.00	2.836	Very Satisfactory	89.59	2.829	Very Satisfactory
Mother Tongue-Based Multilingual Education	87.26	1.258	Very Satisfactory	87.04	2.705	Very Satisfactory	88.15	2.922	Very Satisfactory	87.48	2.295	Very Satisfactory
Overall	85.46	2.504	VERY SATISFACTORY	86.11	2.534	VERY SATISFACTORY	86.41	2.583	VERY SATISFACTORY	85.99	2.540	VERY SATISFACTORY

Legend: 90%-100% (Outstanding/Very Highly Proficient), 85%-89% (Very Satisfactory/Proficient),
 80%-84% (Satisfactory/Proficient), 75%-79% (Fairly Satisfactory/Developing),
 Below 75% (Did Not Meet Expectations/Beginning)

Table 10 shows the summary of the learner's level of academic performance. Overall, the learners have the academic performance as indicated by the overall mean grade of 85.99 (SD=2.540) described as **Very Satisfactory**. This means that the learners have manifested a Highly Proficient rating which was a very good rating. This further means that regarding the teaching profession, there is a persistent belief that educators play a significant role in education. Through high-quality education, they are in charge of molding the next generation. This implies that it is essential that educators obtain all the knowledge and attributes of education through guidance and instruction that optimizes a person's physical, mental, and ethical growth. The intended behavioral changes in learners would occur if teachers were able to put strong programs into place and give the learners effective teaching and learning circumstances. This supports Johnson's (2022) claim that assessments are important during a class's introduction to a new idea. It is advantageous to both parties, teachers, and learners alike. Learners can receive valuable feedback about their progress through assessments. This helps learners by teaching them what went wrong and how to correct it. It also helps learners to reinforce the content more successfully if they don't recall it very well. It gives the learners a chance to show that they comprehend the content that the teacher has been planning, producing, and teaching for weeks.

In particular, the learners' academic performance in Edukasyon sa Pagpakatao obtained the highest mean grade rating of 89.60 (SD=2.903) described as **Very Satisfactory**. This means that the learners have manifested a Highly Proficient rating. This further means that learners have possessed moral values. This indicates that the desired outcome of this subject, which primarily processes the emotional quotient, was for learners to be nurtured toward humanity. Character development occurred in this learning area. Character

education is the method by which individuals often acquire social interaction skills through the teaching of fundamental qualities like bravery, justice, and knowledge. Character is formed by a combination of thoughts, feelings, and behaviours. According to Fernando (2020), learning about oneself and life lessons in a methodical, scientific, and self-exploratory manner is known as Edukasyon sa Pagpapakatao. The depth of this is amazing, but it should serve as a reminder to VE and GMRC educators that the goal of the course is to help students become more self-aware and wiser. Naturally, this can be accomplished by applying the suitable techniques indicated in the second definition.

Meanwhile, Mathematics got the lowest mean grade rating of 81.90 (SD=2.641) described as **Satisfactory**. It means that the learners of Talakag- I District have manifested a proficient rating. This further means that learners were motivated to learn even though it had the lowest mean grade ranking. This implies that educators should devote more effort to devising strategies for enhancing the mathematics curriculum by running the School's Learning Action Cell. This further implies that because the students were in primary school, math tactics should be more engaging and focused. Instructors should inspire students to work hard in their math classes and emphasize the value of Mathematics in everyday life. As stated by Kong (2021), to effectively address the motivation and engagement of their students, teachers should incorporate engaging and demanding activities into their lesson plans. When students successfully grasp a concept and apply their knowledge to solve it, they become more engaged in the cognitive processes necessary to acquire knowledge, as well as more motivated and eager to learn.

Problem 3: Is there a significant relationship between the respondents' assessment of their roles in SLAC and their learners' academic performance during the First Quarter; Second Quarter; and Third Quarter?

Table 11. Relationship between Respondents' Assessment of their SLAC Roles and Learner's Academic Performance

Teacher's Role in SLAC	Learner's Academic Performance			
	1 st Quarter	2 nd Quarter	3 rd Quarter	OVERALL
	<i>r-value</i>	<i>r-value</i>	<i>r-value</i>	<i>r-value</i>
	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>	<i>p-value</i>
Leader	0.089 (NLR) 0.212 NS	0.141 (WPR) 0.056 NS	0.077 (NLR) 0.277 NS	0.100 (WPR) 0.159 NS
Facilitator	0.311 (WPR) 0.037* S	0.557 (MPR) 0.042* S	0.479 (WPR) 0.026* S	0.496 (WPR) 0.037* S
Member	0.052 (NLR) 0.468 NS	0.069 (NLR) 0.333 NS	0.046 (NLR) 0.515 NS	0.051 (NLR) 0.474 NS
Documenter	0.065 (NLR) 0.362 NS	0.023 (NLR) 0.749 NS	0.051 (NLR) 0.472 NS	0.011 (NLR) 0.882 NS
Resource Person	0.488 (WPR) 0.021* S	0.415 (WPR) 0.033* S	0.482 (WPR) 0.025* S	0.456 (WPR) 0.042* S

Legend: *significant at $p < 0.05$ alpha level

S – significant NS – not significant

Table 11 shows the relationship between teacher-respondents' assessment of their SLAC roles and learner's academic performance. Overall, the teacher-respondents' evaluation of their SLAC roles in terms of being a facilitator and resource person showed a weak but significant relationship to learner's academic performance as indicated by the **correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis**. Based on the results, the table revealed a positive **Significant** relationship between the facilitator and resource person. This implies that respondents' assessment of their SLAC roles as facilitators and resource persons is associated with the learner's academic performance. This further implies that having a role as a facilitator or resource person is important for carrying out the school learning action plan and has a significant impact on the academic achievement of the Talakag-I learners. Teachers evaluate the strengths and shortcomings of their students and guide them toward the best practices. They not only bring out the best in learners, but they also provide valuable life skills like empathy, organization, presentation, and communication. As posited by Stefaniak et al. (2020), teachers who participate in SLAC activities are more productive as an organization. Consequently, instructional design helps educators and learners to improve comprehension and apply it in practical settings.

Moreover, according to Tosuncuoglu (2018), evaluation is essential and plays a vital part in education and the learning process. Teachers can categorize and assess their pupils, provide feedback, and plan their classes based on the results of the proper evaluation. Teachers will be able to create activities that will fit the requirements of their students by building on the best practices of their peers, which will inspire them to come up with new ideas and give comments on the products that they submit.

The variable **Facilitator** received the highest overall r-value rating 0.496 indicating **Weak Positive Relationship**. This reveals that the relationship between the respondents' assessment of their SLAC roles and learners' academic performance in terms of being a facilitator showed a weak positive relationship as indicated by the **correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis** and even though it is weak relationship it was still positive. This further demonstrates that the most important component among the others was ranked as the SLAC facilitator, which is regarded as having a weak positive association. Practices used by school learning action cells significantly improve student achievement. The degree of professional development among instructors is closely correlated with SLAC techniques, which include needs assessment, coaching and mentoring, and teaching and learning procedures. Hence, assessing teachers' needs first and giving them specialized plans and seminars for professional development can improve student performance even more. Therefore, by supporting teachers' professional development and attending to the unique requirements of the students, the implementation of SLAC techniques can help to improve school performance. As posited by Floreno (2021), as per DepEd Order No. 35, s.2016, the Learning Action Cell serves as a platform for both novice and seasoned educators to participate in cooperative learning sessions aimed at addressing common problems faced in the school. The head of the school or another appointed leader is in charge of it.

Meanwhile, the variable **Resource Speaker** received the lowest overall R-value rating of 0.456, indicating a **Weak Positive Relationship**. This reveals that the relationship between the respondents' assessment of their SLAC roles and learners' academic performance in terms of Resource Person showed a weak positive relationship as indicated by the **correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis** and even though it was a weak relationship it was still positive. This further reveals that the most significant element among the others was ranked as the resource speaker, who is regarded as having a weak positive relationship. This implies that the work of the resource person presents a significant challenge to them, as they are the ones who will disseminate knowledge and techniques aimed at enhancing their students' academic achievement. Moreover, improving school performance can also be achieved by giving priority to evaluating teachers' requirements and by offering specialized plans and seminars for their professional development. Because SLAC practices focus on the individual needs of students and support teachers' professional growth, they can thereby improve school performance. According to A. Vega (2020), it was also difficult to apply the knowledge and skills learned from the LAC resource person to teaching and learning processes. Finally, since there had been no official assessment of the earlier SLAC initiatives, monitoring and evaluation presented additional difficulties.

On the other hand, the table revealed that the teacher-respondents' assessment of their SLAC roles in terms of being a leader, member, and documenter showed **Not Significant** to the learners' academic performance as indicated by the **correlation r-value and probability value, which is higher than the 0.05 alpha level which led to the acceptance of the null hypothesis**. This indicates that learners' academic success has less bearing on respondents' evaluations of their roles as leaders, members, and documenters. This suggests further that respondents in the Talakag-I District found that among the roles that need to be prioritized in school learning action cells are those of leader, member, and documenter. This implies that the teachers in the Talakag-I District should receive training, particularly for the tasks that are stated, from the upper staff in the district. This further implies that all responsibilities inside the School Learning Action Cell should collaborate to optimize the teaching-learning process. As posited by Basco et al. (2022), to enhance the caliber of the teaching and learning process, teachers are essential. Increasing student achievement depends on having excellent teachers. Therefore, among the several educational reform initiatives aimed at achieving quality education, improving teacher quality comes first.

4. Findings

Based on the data presented, the salient findings are the following:

1. The respondents' assessment of their roles in the School Learning Action Cell showed **Most of the Time** as a leader, facilitator, documenter, and resource person except for a member which is **At All Times**.
2. The learners' academic performance during the First, Second, and Third Quarter is **Very Satisfactory** which is interpreted as **Highly Proficient**.
3. The overall significant relationship between the respondents' assessment of their roles in SLAC and their learners' academic performance is not significant as a leader, member, and documenter but significant in a resource person and facilitator.

5. Conclusion

Based on the findings, the researcher concluded that:

The respondents' assessment of the roles of the School Learning Action Cell in terms of members was rated as Very Positive. However, the Leader, Facilitator, Documenter, and Resource Person were rated as Positive. The learners' academic performance in subjects English, Filipino, Mathematics, and Science was rated as satisfactory and described as proficient. On the other hand, the subjects Edukasyon sa Pagpapakatao (EsP), Araling Panlipunan (AP), MAPEH, Edukasyon sa Pantahanan at Pangkabuhayan (EPP) and Mother Tongue-Based Multilingual Education (MTB-MLE) were rated as very proficient and described as highly proficient. The researcher discovered that there is a significant relationship between the teachers' roles in the School Learning Action Cell in terms of Facilitator and Resource Person and the learners' academic performance. Thus, the null hypothesis was rejected.

In conclusion, School Learning Action Cell is an effective instrument for improving instruction and learning in the classroom. They give educators the ability to collaborate, exchange ideas, and develop original teaching strategies. Additionally, this could aid in the instructors' professional growth and advancement. Better student performance and a more positive learning atmosphere could arise from this.

6. Recommendations

Based on the above findings and conclusions, the researcher drew the following recommendations:

1. SLAC leaders should be motivated by every school head so that they will be motivated to perform the expected given task.
2. Considering Mathematics is the lowest among other subjects in the elementary schools of Talakag I District, teachers must be encouraged to enhance and capacitate themselves in teaching Mathematics subject through seminars, training, and school-based sessions run by the experts in the Division/District/School.

3. Conduct self-engagement activities focusing on the other tasks of the School Learning Action Cell for them to be motivated and function as one team.

7. Acknowledgement

This thesis would not have been possible without the inspiration and support of wonderful individuals. The researcher would like to thank all the amazing people who have been part of this endeavor.

Her deep gratitude to Dr. Braziel Lacar Ongcachuy, Graduate School Dean and Professor, Dr. Braziel Lacar Ongcachuy, without her enthusiasm and encouragement, this thesis would hardly have been completed;

Dr. Roie M. Ubayubay, Thesis Adviser, for his undying support, patience, continuous optimism, guidance, and assistance in every necessary detail have been valuable input for this study;

Dr. Dennis B. Roble, statistician and data analyst, for processing and interpreting the collected data;

Dr. Victoria V. Gazo, the Schools Division Superintendent of Division of Bukidnon, for the approval of the permit to conduct the study;

Talakag-I District in the Division of Bukidnon for giving access and valuable insight into the school world that has immensely influenced this research. Her appreciation to all the school heads, principals, and teachers;

Sir Dominador N. Boctot, Jr., Sir Danilo E. Amper, and Ma'am Jerylyn G. Nuevo, her steadfastly supportive school administrators, provided guidance and encouragement to complete this project as well as input, experience, and knowledge throughout.;

Words cannot explain how grateful the researcher to her parents, Bernard N. Antig, Minda A. Antig, and Cayetano D. Paano Jr., for always being there for me and always being willing to support me;

The researcher's devoted spouse, PCpl April Jay P. Mapano, her closest confidant and best friend, whose love and unwavering support she receives for whatever she does, morally and financially;

Her lovely daughter baby Bella Annika A. Mapano, her most precious jewel, her inspiration, and the source of her strength;

Forever grateful to her brother Brian, sisters Charmin, Cecil, and Catherine, nieces, and nephews who have inspired me, given me strength when I felt like giving up, and consistently support her financially, emotionally, spiritually, and morally;

Fellow dreamers: Dannica, Fynn timer, Lynde, her friends Glaiza, Malou, John Rey, Maribel, Danise, Judith, Dagundalahon ES Family, Basak ES Family, DELTA brothers and sisters;

Almighty God, for HIS divine guidance, grace, and bountiful blessing which made this study successful.

References

- Amalia, L & Saraswati, T. (2018). The Impact Of Competencies Toward Teacher's Performance Moderated By The Certification In Indonesia. *Kne Social Sciences*, 3(10). <https://doi.org/10.18502/Kss.V3i10.3363>
- Ang, C. (2021). Learning Action Cell Challenges for School Evaluation Rating and Learners' Performance: Basis for School Development. *Phinma Education Network Cagayan de Oro College*
- Arrieta, G.S. (2021). Curriculum Evaluation: Inputs For Principal's Instructional Leadership. *International Journal Of Social Learning (IJSL)*, 1(2), 146–161. <https://doi.org/10.47134/Ijsl.V1i2.45>
- A. Vega, M. G. (2020). Investigating the Learning Action Cell (Lac) Experiences of Science Teachers in Secondary Schools: A Multiple Case Study. Investigating the Learning Action Cell (Lac) Experiences of Science Teachers in Secondary Schools: A Multiple Case Study By MARK GIL A. VEGA :: SSRN. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3571935
- Bajar, J., Bajar, M., & Alarcon, E. (2021). School Learning Action CellAs A Remedy To Out-Of-Field Teaching: A Case In One Rural School In Southern Philippines. *International Journal Of Educational Management And Innovation*, 2(3), 249. <https://doi.org/10.12928/Ijemi.V2i3.3667>

- Basha, P.C. & Ramana, G.V. (2018). Value Education: Importance And Its Need. International Journal Of Academic Research And Development. Retrieved November 21, 2023, From <https://www.multidisciplinaryjournal.in/assets/archives/2018/vol3issue1/3-1-274-157.pdf>
- Basco, A., Barone, P.J. & Illescas, C. (2022). View Of Instructional Competence Of Science Teachers: Basis For Budgeted School Lac Session Prioritization Matrix. European Scholar Journal (Esj). Retrieved December 5, 2023, From <https://scholarzest.com/index.php/esj/article/view/1970/1652>
- Binauhan, R. (2019). Learning Action Cell Implementation In The Public Elementary Schools In The Division Of Cavite. Learning Action Cell Implementation in the Public Elementary Schools in the Division of Cavite. Retrieved January 8, 2023, from <http://www.ijarp.org/published-research-papers/nov2019/Learning-Action-Cell-Implementation-In-The-Public-Elementary-Schools-In-The-Division-Of-Cavite.pdf>
- Buhat, A.M. (2021). School learning action cell, teachers' competency, and learners' academic performance in Calamba East District 5. *Www.instabrightgazette.strikingly.com*. Retrieved November 22, 2023, From <https://uploads.strikinglycdn.com/files/f51e8a4e-aa9f-4a0f-b2a2-ec9c8ce23a68/602%20BUHAT.pdf>
- Chand, S., Chaudhary, K., Prasad, A., & Chand, V. (2021). Perceived Causes Of Students' Poor Performance In Mathematics: A Case Study At Ba And Tavua Secondary Schools. *Frontiers In Applied Mathematics And Statistics*, 7. <https://doi.org/10.3389/fams.2021.614408>
- Delos Santos, J.C. (2023). School Learning Action Cell And Competencies Of Elementary Teachers. *International Journal Of Research Studies In Education*, 12(6). <https://doi.org/10.5861/ijrse.2023.40>
- DO 35, s. 2016 – The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning | Department of Education.
- DepEd, (2015). "Policy Guidelines On The Classroom Assessment For The K To 12 Basic Education Program (DO 8 S. 2015)."
- Dullas, A.R. (2018, April 4). The Development Of Academic Self-Efficacy Scale For Filipino Junior High School Students. *Frontiers In Education*. <https://doi.org/10.3389/feduc.2018.00019>
- Fernando, S. (2020). GMRC And Values Education. <https://www.pressreader.com/>. Retrieved November 22, 2023, From <https://www.pressreader.com/philippines/sunstar-baguio/20200730/281565178091456>
- Floreno, F.C. (2021). School Learning Action Cell (SLAC) among Secondary School Teachers under New Normal. (PDF) School Learning Action Cell (SLAC) Among Secondary School Teachers Under New Normal | Fegil Floreno - Academia.edu. Retrieved April 27, 2023, from https://www.academia.edu/93626400/School_Learning_Action_Cell_SLAC_among_Secondary_School_Teachers_under_New_Normal
- Fraser, I. (2018). Why is it important to identify and meet individual learner needs when teaching? <https://www.iqualifyuk.com/library/teacher-training-section/why-is-it-important-to-identify-and-meet-individual-learner-needs-when-teaching/>
- Guerra, I.J. (2023). School Learning Action Cell And Teachers' Key Result Areas. <http://www.globalscientificjournal.com/>. Retrieved November 16, 2023, From http://www.globalscientificjournal.com/researchpaper/School_Learning_Action_Cell_And_Teachers_Key_Result_Areas.pdf
- Gumban, H.F. and Pelones, M.T.P. (2021). School Learning Action Cell: Examining Links Of A Lesson Study With Work Performance Of Teachers. <https://www.paressu.org/online/index.php/aseanmrj/article/view/262>
- Iswati, L. (2021). When Teaching Must Go On: ESP Teachers' Strategies And Challenges During COVID-19 Pandemic. *Eralingua*. <https://doi.org/10.26858/eralingua.v5i1.16196>
- Johnson, S. (2022). Assessment in education: Meaning, importance, and purpose. Study.com Retrieved from <https://study.com/learn/lesson/assessment-education-importance-purpose.html>

- Kloosterman, V. (2018). The Importance Of Continuing Professional Development. <https://Lifecharity.Org.Uk>.
- Kong, Y. (2021). The Role Of Experiential Learning On Students' Motivation And Classroom Engagement. *Frontiers In Psychology*, 12. <https://Doi.Org/10.3389/Fpsyg.2021.771272>
- Langoban, M. (2020). What Makes Mathematics Difficult As A Subject For Most Students In Higher Education? *Researchgate*. https://Www.Researchgate.Net/Publication/342888714_What_Makes_Mathematics_Difficult_As_A_Subject_For_Most_Students_In_Higher_Education
- Llego, M. A. (2019). 2019 DepEd Learning Action Cell. TeacherPH. Retrieved January 8, 2023, from <https://www.teacherph.com/depd-learning-action-cell/>
- Matildo, S.K. (2022). Assessment of School Learning Action Cell (SLAC) and Individual Performance Commitment and Review Form (IPCRF) Rating in Manticao, Misamis, Oriental. *Phinma Education Network Cagayan de Oro College*
- Mazariegos, L.G. (2020). The Professionalization Of Teachers: Competencies For The 21st-Century. Institute For The Future Education. Retrieved November 22, 2023, From <https://Observatory.Tec.Mx/Edu-Bits-2/Competencies-For-The-21st-Century-Teacher/>
- Pascua, C. (2019). A Proposed School-Based Action Plan Based On The Prospects And Problems In The Implementation Of Learning Action Cell. *Ascendens Asia Journal Of Multidisciplinary Research Abstracts*, 3(2c).
- Poorghorban, M., Jabbari, S. & Chamandar, F. (2018). Mathematics Performance Of The Primary School Students: Attention And Shifting. *Journal Of Education And Learning*, 7(3), 117. <https://Doi.Org/10.5539/Jel.V7n3p117>
- Roder, N. (2019). What Is Organizational Learning (And Why Is It Important?). <https://www.zenefits.com/worktest/what-is-organizational-learning/>
- Sinocruz, E. & Daing, C. (2020). Challenges in teaching edukasyon sa pagpapakatao (esp) in public junior high schools in Educational district (EDDIS) IV. <https://www.researchgate.net/>.
- Silva, V. (2018). School Learning Action Cell as a Key for Teachers Professional Development. <https://www.researchgate.net>. Retrieved January 8, 2023, from https://Www.Researchgate.Net/Publication/334188976_School_Learning_Action_Cell_As_A_Key_For_Teachers_Professional_Development
- Spencer, B. (2018). The Impact Of Effective Classroom Management. Retrieved November 18, 2023, From <https://Blog.Teamsatchel.Com/The-Impact-Of-Effective-Classroom-Management>
- Stanca, L., Dabija, D.C. & Păcurar, E. (2021). Community Of Practice: Converting IT Graduate Students Into Specialists Via Professional Knowledge Sharing. *Kybernetes*, 51(2), 557–581. <https://Doi.Org/10.1108/K-10-2020-0711>
- Stefaniak, J., Reese, R. & McDonald, J. (2020). Design Considerations For Bridging The Gap Between Instructional Design Pedagogy And Practice. *Journal Of Applied Instructional Design*, 9(3). <https://Doi.Org/10.51869/93jsrmrjkm>
- Tadese, M., Yeshaneh A. & Mulu, G.B. (2022, May 23). Determinants Of Good Academic Performance Among University Students In Ethiopia: A Cross-Sectional Study. *BMC Medical Education*. <https://Doi.Org/10.1186/S12909-022-03461-0>
- Tosuncuoglu, I. (2018). Importance Of Assessment In ELT. <https://Eric.Ed.Gov>. Retrieved November 22, 2023, From <https://Eric.Ed.Gov/?Id=EJ1188961>
- Verbo, R. (2020). Learning Action Cell (LAC) as a School-Based Continuing Profession Development Program. Retrieved January 8, 2023, from <https://atcm.mathandtech.org/EP2020/regular/21782.pdf>.
- Zepeda, S.J. (2019). Professional Development: What Works. Third Edition. <https://Eric.Ed.Gov/?Id=ED59414>